

## Calendar Description

A variety of practical strategies for developing meaningful curriculum modifications and instructional methods for students with disabilities. The strategies are premised on using collaborative team approaches to planning and implementing instructional programs for students. Involving families as a meaningful part of the learning team will be emphasized.

## Content/Objectives

- Creating inclusive teaching/learning environments
- Differentiated instructional practices
- Modifying curriculum (Language Arts, Math, Social Studies, Science, Physical Education, Health, Art)
- Cooperative learning experiences
- Working collaboratively with parents and paraprofessionals
- Transition processes and supports needed for success

## Outcomes/Competencies

- Effectively adapt regular curriculum content to provide meaningful learning activities for all students
- Identifies strategies and resources that address the learning needs of all students
- Utilizes a wide range of effective and inclusive teaching practices
- Identifies and utilizes student strengths to promote student learning and achievement
- Designs and effectively implements a variety of cooperative learning experiences
- Builds effective student learning teams with parents, school personnel, and other professionals
- Facilitates effective transition processes

## Assignments

Written Reflections	15 marks
Team Teaching Project	35 marks
Inclusive Teaching Case Study and Planning Assignment	50 marks

## Course Textbooks and Resources

- Gregory, G.H. & Chapman, C. (2007). *Differentiated Instructional Strategies: One size does not fit all*. Thousand Oaks, CA: Corwin Press
- Hollas, B. (2005). *Differentiating Instruction in a Whole-Group Setting: taking the easy first steps into differentiation*. Crystal Springs Books
- Selected readings to be distributed in class
- Guest speakers

***Details for current course offerings are available at: [www.crd.s.org](http://www.crd.s.org)***

## Instructor and Course Information

COURSE:	CORE 691.04	INSTRUCTOR:	Colin Saby
TERM:	Summer 2009	TELEPHONE:	220-2985 (CRDS Office)
SECTION:	L51 / B 20	E-MAIL:	csaby@ualberta.ca
DATES/TIMES:	July 13-17, 8:30 am - 4:30 pm	OFFICE HOURS:	By appointment
LOCATION:	EDT 723		

## Course Description

Inclusive education is a reality for teachers in throughout school communities in Alberta today. Teachers need information about practical strategies to assist them to meaningfully and successfully include children with special learning needs. Teachers must ensure all of their students feel capable, connected, and contribute as members in the regular learning environment. On completion of the course students will be able to:

- Define inclusive education;
- Apply successful teaching strategies for students with special needs in the general classroom;
- Utilize a range of resources to adapt instruction in the context of the regular curriculum;
- Collaborate and communicate effectively within student learning teams;
- Build caring school communities and promote parental involvement

## Course Content

- Explore various definitions of inclusive education
- Build an inclusive caring classroom and school community
- Identify roles and responsibilities of each team member
- Effectively collaborate with family
- Build strong student learning teams
- Employ best practices in differentiated instruction
- Modify curriculum
- Match instructional strategies to effectively meet learner goals
- Differentiate assessment and reporting student achievement

## Methodology

- Presentations
- Practice Teaching Skills
- Reflection
- Discussion
- Cooperative Learning Activities
- Mentorship and Coaching
- Assigned Readings

## Assessment of Student Learning

### 1. Reflections:

**Value: 15 %**

Three typed reflections will be required. An assessment rubric for the reflections will be provided in class.

### 2. Team Teaching Project:

**Value: 35%**

Groups will teach a 30 minute lesson utilizing effective inclusive teaching methods and practices. The size of the groups will depend on the size of the total class. An assessment rubric for the team teaching project will be provided in class.

*To be presented on Friday, July 17<sup>th</sup>, 2009.*

### 3. Inclusive Teaching Case Study and Planning Assignment

**Value 50%**

The purpose of the assignment is for students to enhance their skills in planning inclusive educational activities. Plans will be evaluated on their ability to offer meaningful student learning by offering instruction in multiple modes, cooperative activities, adapted materials, varied products, and other effective modifications. A detailed assessment rubric for the case study and planning assignment will be provided in class.

Evaluation Information

a) Description of hypothetical student's strengths (2.5 marks)	2.5 marks
b) Description of three different learning activities (2.5 marks each)	7.5 marks
c) Ability of each activity to meet various inclusive criteria (5 marks each)	15.0 marks
d) Provision of evidence-based differentiated teaching practices supported by discussion of respected educational research	20.0 marks
e) <u>Appropriate assessment instrument and procedure for included child (2.5 marks each)</u>	<u>5.0 marks</u>

50 marks

*To be received by mail by the instructor no later than 9:00 a.m. MST Tuesday, August 4, 2009.*

## Marking Scheme

95 – 100	A+	80 – 84	B+	65 – 69	C+	50 – 54	D+
90 – 94	A	75 – 79	B	60 – 64	C	45 – 49	D
85 – 89	A-	70 – 74	B-	55 – 59	C-	Below 44	F

**NOTE: The last day to change/register and pay balance of fees for the Summer session is July 6, 2009. The last day to withdraw is August, 2009.**

All assignments will be held at the Community Rehabilitation and Disability Studies office for only one (1) year after the last day of term.

#### **Academic Accommodation**

Students with a disability, who require academic accommodation, need to register with the Disability Resource Centre <http://www.ucalgary.ca/UofC/Others/DRC> MC 295, telephone 220-8237. Academic accommodation letters need to be provided to course instructors no later than fourteen (14) days after the first day of class. ***It is a student's responsibility to register with the Disability Resource Centre and to request academic accommodation, if required.***

IMPORTANT: Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offence. Students should examine sections of the University Calendar that present a Statement of Intellectual Honesty and definitions and penalties associated with Plagiarism/Cheating/and Other Academic Misconduct.

### **Purchasing a Textbook from the University of Calgary Bookstore:**

- Shop On-line [www.calgarybookstore.ca/](http://www.calgarybookstore.ca/) Click on --> Shop On-line; Click on --> Textbooks; Follow the directions.
- Order by Phone: (403) 220-5937; Toll Free: 1-877-220-5937
- In Person: Go to the University of Calgary Bookstore, MacEwan Student Centre, Room 155, 2500 University Drive NW, Calgary, AB T2N 1N4